

六级选词填空 2013 年 12 月-2015 年 12 月

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## 2013 年 12 月考试大纲

To understand why we should be concerned about how young people read, it helps to know something about the way the ability to read evolved. Unlike the ability to understand and produce spoken language, the ability to read must be painstakingly \_\_36\_\_ by each individual. The "reading circuits" we construct in the brain can be \_\_37\_\_ or they can be robust, depending on how often and how \_\_38\_\_ we use them.

The deep reader enters a state of hypnotic trance(心醉神迷的状态). When readers are enjoying the experience the most, the pace of their reading \_\_39\_\_ slows. The combination of fast, fluent decoding of words and slow, unhurried progress on the page gives deep readers time to enrich their reading with reflection and analysis. It gives them time to establish an \_\_40\_\_ relationship with the author, the two of them \_\_41\_\_ in a long and warm conversation like people falling in love.

This is not reading as many young people know it. Their reading is instrumental: the difference between what literary critic Frank Kermode calls "carnal(肉体的) reading" and "spiritual reading." If we allow our offspring to believe carnal reading is all there is - if we don't open the door to spiritual reading, through an early \_\_42\_\_ on discipline and practice - we will have \_\_43\_\_ them of an enjoyable experience they would not otherwise encounter. Observing young people's \_\_44\_\_ to digital devices, some progressive educators talk about "meeting kids where they are," molding instruction around their onscreen habits. This is mistaken. We need, \_\_45\_\_, to show them someplace they've never been, a place only deep reading can take them.

A) acquired

F) feeble

K) petition

B) actually

G) illicit

L) rather

C) attachment

H) insistence

M) scarcely

D) cheated

I) intimate

N) swayed

E) engaged

J) notwithstanding

O) vigorously

答案：36-40 AFOBI 41-45 EHDCL

# 2013 年 12 月

## 第一套

Some performance evaluations require supervisors to take action. Employees who receive a very favorable evaluation may deserve some type of recognition or even a promotion. If supervisors do not acknowledge such outstanding performance, employees may either lose their \_\_36\_\_ and reduce their effort or search for a new job at a firm that will \_\_37\_\_ them for high performance. Supervisors should acknowledge high performance so that the employee will continue to perform well in the future.

Employees who receive unfavorable evaluations must also be given attention. Supervisors must \_\_38\_\_ the reasons for poor performance. Some reasons, such as a family illness, may have a temporary adverse \_\_39\_\_ on performance and can be corrected. Other reasons, such as a bad attitude, may not be temporary. When supervisors give employees an unfavorable evaluation, they must decide whether to take any \_\_40\_\_ actions. If the employees were unaware of their own deficiencies, the unfavorable evaluation can pinpoint(指出) the deficiencies that employees must correct. In this case, the supervisor may simply need to monitor the employees \_\_41\_\_ and ensure that the deficiencies are corrected.

If the employees were already aware of their deficiencies before the evaluation period, however, they may be unable or unwilling to correct them. This situation is more serious, and the supervisor may need to take action. The action should be \_\_42\_\_ with the firm's guidelines and may include reassigning the employees to new jobs, \_\_43\_\_ them temporarily, or firing them. A supervisor's action toward a poorly performing worker can \_\_44\_\_ the attitudes of other employees. If no \_\_45\_\_ is imposed on an employee for poor performance, other employees may react by reducing their productivity as well.

- |                |               |                |
|----------------|---------------|----------------|
| A) additional  | F) closely    | K) penalty     |
| B) affect      | G) consistent | L) reward      |
| C) aptly       | H) enthusiasm | M) simplifying |
| D) assimilate  | I) identify   | N) suspending  |
| E) circulation | J) impact     | O) vulnerable  |

## 第二套

Quite often, educators tell families of children who are learning English as a second language to speak only English, and not their native language, at home. Although these educators may have good \_\_36\_\_ their advice to families is misguided, and it \_\_37\_\_ from misunderstandings about the process of language acquisition. Educators may fear that children hearing two languages will become \_\_38\_\_ confused and thus their language development will be \_\_39\_\_; this concern is not documented in the literature. Children are capable of learning more than one language, whether \_\_40\_\_ or sequentially(依次地). In fact,

most children outside of the United States are expected to become bilingual or even, in many cases, multilingual. Globally, knowing more than one language is viewed as an \_\_41\_\_ and even a necessity in many areas.

It is also of concern that the misguided advice that students should speak only English is given primarily to poor families with limited educational opportunities, not to wealthier families who have many educational advantages. Since children from poor families often are \_\_42\_\_ as at-risk for academic failure, teachers believe that advising families to speak English only is appropriate. Teachers consider learning two languages to be too \_\_43\_\_ for children from poor families, believing that the children are already burdened by their home situations.

If families do not know English or have limited English skills themselves, how can they communicate in English? Advising non-English-speaking families to speak only English is \_\_44\_\_ to telling them not to communicate with or interact with their children. Moreover, the \_\_45\_\_ message is that the family's native language is not important or valued.

- |               |                 |                   |
|---------------|-----------------|-------------------|
| A) asset      | F) intention    | K) simultaneously |
| B) delayed    | G) object       | L) stems          |
| C) deviate    | H) overwhelming | M) successively   |
| D) equivalent | I) permanently  | N) underlying     |
| E) identified | J) prevalent    | O) visualizing    |

### 第三套

Cell phones provide instant access to people. They are creating a major \_\_36\_\_ in the social experiences of both children and adolescents. In one recent US survey, about half the teens polled said that their cell phone had \_\_37\_\_ their communication with friends. Almost all said that their cell phone was the way they stayed in touch with peers, one-third had used the cell phone to help a peer in need - and about 80% said the phone made them feel safer. Teenagers in Australia, \_\_38\_\_, said that their mobile phones provided numerous benefits and were an \_\_39\_\_ part of their lives; some were so \_\_40\_\_ to their phones that the researchers considered it an addiction. In Japan, too, researchers are concerned about cell phone addiction. Researchers in one study in Tokyo found that more than half of junior high school students used their phones to exchange e-mails with schoolmates more than 10 times a day.

Cell phones \_\_41\_\_ social connections with peers across time and space. They allow young people to exchange moment-by-moment experiences in their daily lives with special partners and thus to have a more \_\_42\_\_ sense of connection with friends. Cell phones also can \_\_43\_\_ social tolerance because they reduce children's interactions with others who are different from them. In addition to connecting peers, cell phones connect children and parents. Researchers studying teenagers in Israel concluded that - in that \_\_44\_\_ environment, mobile phones were regarded as "security objects" in parent-teen relationships - important because they provided the possibility of \_\_45\_\_ and communication at all times.

- |               |             |            |
|---------------|-------------|------------|
| A) affiliated | B) attached | C) contact |
|---------------|-------------|------------|

D) contend  
E) continuous  
F) diminish  
G) endurance

H) foster  
I) hazardous  
J) improved  
K) instantaneous

L) intrinsic  
M) relatively  
N) shift  
O) similarly

# 2014 年 6 月

## 第一套

For investors who desire low risk and guaranteed income, U.S. government bonds are a secure investment because these bonds have the financial backing and full faith and credit of the federal government. Municipal bonds, also secure, are offered by local governments and often have \_\_36\_\_ such as tax-free interest. Some may even be \_\_37\_\_. Corporate bonds are a bit more risky.

Two questions often \_\_38\_\_ first-time corporate bond investors. The first is "If I purchase a corporate bond, do I have to hold it until the maturity date?" The answer is no. Bonds are bought and sold daily on \_\_39\_\_ securities exchanges. However, if you decide to sell your bond before its maturity date, you're not guaranteed to get the face value of the bond. For example, if your bond does not have \_\_40\_\_ that make it attractive to other investors, you may be forced to sell your bond at a \_\_41\_\_, i.e., a price less than the bond's face value. But if your bond is highly valued by other investors, you may be able to sell it at a premium, i.e., a price above its face value. Bond prices generally \_\_42\_\_ inversely(相反的) with current market interest rates. As interest rates go up, bond prices fall, and vice versa(反之亦然). Thus, like all investments, bonds have a degree of risk.

The second question is "How can I \_\_43\_\_ the investment risk of a particular bond issue?" Standard & Poor's and Moody's Investors Service rate the level of risk of many corporate and government bonds. And \_\_44\_\_, the higher the market risk of a bond, the higher the interest rate. Investors will invest in a bond considered risky only if the \_\_45\_\_ return is high enough.

- |               |               |                   |
|---------------|---------------|-------------------|
| A) advantages | F) discount   | K) insured        |
| B) assess     | G) embarrass  | L) major          |
| C) bother     | H) features   | M) naturally      |
| D) conserved  | I) fluctuate  | N) potential      |
| E) deduction  | J) indefinite | O) simultaneously |

## 第二套

Fear can be an effective way to change behavior. One study compared the effects of high-fear and low-fear appeals on changes in attitudes and behaviors related to dental hygiene(卫生). One group of subjects was shown awful pictures of \_\_36\_\_ teeth and diseased gums; another group was shown less frightening materials such as plastic teeth, charts, and graphs. Subjects who saw the frightening materials reported more anxiety and a greater \_\_37\_\_ to change the way they took care of their teeth than the low-fear group did.

But were these reactions actually \_\_38\_\_ into better dental hygiene practices? To answer this important question, subjects were called back to the laboratory on two \_\_39\_\_ (five days

and six weeks after the experiment). They chewed disclosing wafers(牙疾诊断片) that give a red stain to any uncleaned areas of the teeth and thus provided a direct \_\_40\_\_ of how well they were really taking care of their teeth. The result showed that the high-fear appeal did actually result in greater and more \_\_41\_\_ changes in dental hygiene. That is, the subjects \_\_42\_\_ to high-fear warnings brushed their teeth more \_\_43\_\_ than did those who saw low-fear warnings.

However, to be an effective persuasive device it is very important that the message not be too frightening and that people be given \_\_44\_\_ guidelines to help them to reduce the cause of the fear. If this isn't done, they may reduce their anxiety by denying the message or the \_\_45\_\_ of the communicator. If that happens, it is unlikely that either attitude or behavior change will occur.

- |                |               |                |
|----------------|---------------|----------------|
| A) accustomed  | F) decayed    | K) indication  |
| B) carefully   | G) desire     | L) occasions   |
| C) cautiously  | H) dimensions | M) permanent   |
| D) concrete    | I) eligible   | N) sensitivity |
| E) credibility | J) exposed    | O) translated  |

### 第三套

Millions of Americans are entering their 60s and are more concerned than ever about retirement. They know they need to save, but how much? And what exactly are they saving for - to spend more time \_\_36\_\_ the grandkids, go traveling, or start another career? It turns out that husbands and wives may have \_\_37\_\_ different ideas about the subject.

The deepest divide is in the way spouses envisage their lifestyle in their later years. Fidelity Investments Inc. found 41 percent of the 500 couples it surveyed \_\_38\_\_ on whether both or at least one spouse will work in retirement. Wives are generally right regarding their husbands' retirement age, but men \_\_39\_\_ the age their wives will be when they stop working. And husbands are slightly more \_\_40\_\_ about their standard of living than wives are.

Busy juggling(穷于应付) and families, most couples don't take time to sit down, \_\_41\_\_ or together, and think about what they would like to do 5, 10 or 20 years from now. They \_\_42\_\_ they are on the same page, but the \_\_43\_\_ is they have avoided even talking about it.

If you are self-employed or in a job that doesn't have a standard retirement age, you may be more apt to delay thinking about these issues. It is often a \_\_44\_\_ retirement date that provides the catalyst(催化剂) to start planning. Getting laid off or accepting an early-retirement \_\_45\_\_ can force your hand. But don't wait until you get a severance(遣散费) check to begin planning.

- |                 |                 |                  |
|-----------------|-----------------|------------------|
| A) assume       | F) illustrating | K) radically     |
| B) confidential | G) mysteriously | L) reality       |
| C) disagree     | H) observe      | M) separately    |
| D) formula      | I) optimistic   | N) spoiling      |
| E) forthcoming  | J) package      | O) underestimate |

# 2014 年 12 月

## 第一套

Children are natural-born scientists. They have \_\_36\_\_ minds, and they aren't afraid to admit they don't know something. Most of them, \_\_37\_\_, lose this as they got older. They become self-conscious and don't want to appear stupid. Instead of finding things out for themselves they make \_\_38\_\_ that often turn to be wrong.

So it's not a case of getting kids interested in science. You just have to avoid killing the \_\_39\_\_ for learning that they were born with. It's no coincidence that kids start deserting science once it becomes formalised. Children naturally have a blurred approach to \_\_40\_\_ knowledge. They see learning about science or biology or cooking as all part of the same act - it's all learning. It's only because of the practicalities of education that you have to start breaking down the curriculum into specialist subjects. You need to have specialist teachers who \_\_41\_\_ what they know. Thus once they enter school, children begin to define subjects and erect boundaries that needn't otherwise exist.

Dividing subjects into science, maths, English, etc. is something we do for \_\_42\_\_. In the end it's all learning, but many children today \_\_43\_\_ themselves from a scientific education. They think science is for scientists, not for them.

Of course we need to specialise \_\_44\_\_. Each of us has only so much time on Earth, so we can't study everything. At 5 years old, our field of knowledge and \_\_45\_\_ is broad, covering anything from learning to walk to learning to count. Gradually it narrows down so that by the time we are 45, it might be one tiny little corner within science.

- |                 |                |                  |
|-----------------|----------------|------------------|
| A) accidentally | F) exclude     | K) impart        |
| B) acquiring    | G) exertion    | L) inquiring     |
| C) assumptions  | H) exploration | M) passion       |
| D) convenience  | I) formulas    | N) provoking     |
| E) eventually   | J) ignite      | O) unfortunately |

## 第二套

His future subjects have not always treated the Prince of Wales with the respect one might expect. They laughed in 1986 when the heir to the British \_\_36\_\_ told a TV reporter that he talked to his plants at his country house, High grove, to stimulate their growth. The Prince was being humorous - "My sense of humor will get me into trouble one day," he has confided to aides(随从) - but listening to Charles Windsor can indeed prove stimulating. The royal \_\_37\_\_ has been promoting radical ideas for most of his adult life. Some of his \_\_38\_\_, which once sounded a bit weird, were simply ahead of their time. Now, finally, the world seems to be catching up with him.

Take his views on farming. Prince Charles' Duchy Home Farm went \_\_39\_\_ back in 1986,



when most shoppers cared only about the low price tag on suspiciously blemish-free(无瑕疵的) vegetables and \_\_40\_\_ large chickens piled high in supermarkets.

His warnings on climate change proved farsighted, too. Charles began \_\_41\_\_ action on global warming in 1990 and says he's been worried about the \_\_42\_\_ of man on the environment since he was a teenager.

Although he has gradually gained international \_\_43\_\_ as one of the world's leading conservationists, many British people still think of him as an \_\_44\_\_ person who talks to plants. This year, as it happens, South Korean scientists proved that plants really do \_\_45\_\_ to sound. So Charles was ahead of the game there, too.

- |                     |                |                |
|---------------------|----------------|----------------|
| A) conform          | F) notions     | K) subordinate |
| B) eccentric        | G) organic     | L) suppressing |
| C) environmentalist | H) originally  | M) throne      |
| D) expeditions      | I) recognition | N) unnaturally |
| E) impact           | J) respond     | O) urging      |

### 第三套

It was 10 years ago, on a warm July night, that a newborn lamb with took her first breath in a small shed in Scotland. From the outside, she looked no different from thousands of other sheep born on \_\_36\_\_ farms. But Dolly, as the world soon came to realize, was no \_\_37\_\_ lamb. She was cloned from a single cell of an adult female sheep, \_\_38\_\_ long-held scientific dogma that had declared such a thing biologically impossible.

A decade later, scientists are starting to come to grips with just how different Dolly was. Dozens of animals have been cloned since that first little lamb - mice, cats, cows and, most recently, a dog - and it's becoming \_\_39\_\_ clear that they are all, in one way or another, defective.

It's \_\_40\_\_ to think of clones as perfect carbon copies of the original. It turns out, though, that there are various degrees of genetic \_\_41\_\_. That may come as a shock to people who have paid thousands of dollars to clone a pet cat only to discover that the baby cat looks and behaves \_\_42\_\_ like their beloved pet - with a different-color coat of fur, perhaps, or a \_\_43\_\_ different attitude toward its human hosts.

And these are just the obvious differences. Not only are clones \_\_44\_\_ from the original template(模板) by time, but they are also the product of an unnatural molecular mechanism that turns out not to be very good at making \_\_45\_\_ copies. In fact, the process can embed small flaws in the genes of clones that scientists are only now discovering.

- |                |                 |                   |
|----------------|-----------------|-------------------|
| A) abstract    | F) identical    | K) overturning    |
| B) completely  | G) increasingly | L) separated      |
| C) deserted    | H) miniature    | M) surrounding    |
| D) duplication | I) nothing      | N) systematically |
| E) everything  | J) ordinary     | O) tempting       |

# 2015 年 6 月

## 第一套

Travel websites have been around since the 1990s, when Expedia, Travelocity, and other holiday booking sites were launched, allowing travelers to compare flight and hotel prices with the click of a mouse. With information no longer \_\_36\_\_ by travel agents or hidden in business networks, the travel industry was revolutionized, as greater transparency helped \_\_37\_\_ prices.

Today, the industry is going through a new revolution - this time transforming service quality. Online rating platforms - \_\_38\_\_ in hotels, restaurants, apartments, and taxis - allow travelers to exchange reviews and experiences for all to see.

Hospitality businesses are now ranked, analyzed, and compared not by industry \_\_39\_\_, but by the very people for whom the service is intended - the customer. This has \_\_40\_\_ a new relationship between buyer and seller. Customers have always voted with their feet; they can now explain their decision to anyone who is interested. As a result, businesses are much more \_\_41\_\_, often in very specific ways, which creates powerful \_\_42\_\_ to improve service.

Although some readers might not care for gossipy reports of unfriendly bellboys(行李员) in Berlin or malfunctioning hotel hair dryers in Houston, the true power of online reviews lies not just in the individual stories, but in the websites' \_\_43\_\_ to aggregate a large volume of ratings.

The impact cannot be \_\_44\_\_. Businesses that attract top ratings can enjoy rapid growth, as new customers are attracted by good reviews and \_\_45\_\_ provide yet more positive feedback. So great is the influence of online ratings that many companies now hire digital reputation managers to ensure a favorable online identity.

A) accountable

F) incentives

K) professionals

B) capacity

G) occasionally

L) slash

C) controlled

H) overstated

M) specializing

D) entail

I) persisting

N) spectators

E) forged

J) pessimistic

O) subsequently

## 第二套

"That which does not kill us makes us stronger." But parents can't handle it when teenagers put this \_\_36\_\_ into practice. Now technology has become the new field for the age-old battle between adults and their freedom-seeking kids.

Locked indoors, unable to get on their bicycles and hang out with their friends, teens have turned to social media and their mobile phones to socialize with their peers. What they do online often \_\_37\_\_ what they might otherwise do if their mobility weren't so heavily \_\_38\_\_ in the age of helicopter parenting. Social media and smart-phone apps have become

so popular in recent years because teens need a place to call their own. They want the freedom to \_\_39\_\_ their identity and the world around them. Instead of \_\_40\_\_ out, they jump online.

As teens have moved online, parents have projected their fears onto the Internet, imagining all the \_\_41\_\_ dangers that youth might face - from \_\_42\_\_ strangers to cruel peers to pictures or words that could haunt them on Google for the rest of their lives.

Rather than helping teens develop strategies for negotiating public life and the risks of \_\_43\_\_ with others, fearful parents have focused on tracking, monitoring and blocking. These tactics(策略) don't help teens develop the skills they need to manage complex social situations, \_\_44\_\_ risks and get help when they're in trouble. "Protecting" kids may feel like the right thing to do, but it \_\_45\_\_ the learning that teens need to do as they come of age in a technology-soaked world.

- |                |                   |               |
|----------------|-------------------|---------------|
| A) assess      | F) interacting    | K) potential  |
| B) constrained | G) interpretation | L) sneaking   |
| C) contains    | H) magnified      | M) sticking   |
| D) explore     | I) mirrors        | N) undermines |
| E) influence   | J) philosophy     | O) violent    |

### 第三套

Innovation, the elixir(灵丹妙药) of progress, has always cost people their jobs. In the Industrial Revolution hand weavers were \_\_36\_\_ aside by the mechanical loom. Over the past 30 years the digital revolution has \_\_37\_\_ many of the mid-skill jobs that supported 20th-century middle-class life. Typists, ticket agents, bank tellers and many production-line jobs have been dispensed with, just as the weavers were.

For those who believe that technological progress has made the world a better place, such disruption is a natural part of rising \_\_38\_\_. Although innovation kills some jobs, it creates new and better ones, as a more \_\_39\_\_ society becomes richer and its wealthier inhabitants demand more goods and services. A hundred years ago one in three American workers was \_\_40\_\_ on a farm. Today less than 2% of them produce far more food. The millions freed from the land were not rendered \_\_41\_\_, but found better-paid work as the economy grew more sophisticated. Today the pool of secretaries has \_\_42\_\_, but there are ever more computer programmers and web designers.

Optimism remains the right starting-point, but for workers the dislocating effects of technology may make themselves evident faster than its \_\_43\_\_. Even if new jobs and wonderful products emerge, in the short term income gaps will widen, causing huge social dislocation and perhaps even changing politics. Technology's \_\_44\_\_ will feel like a tornado(旋风), hitting the rich world first, but \_\_45\_\_ sweeping through poorer countries too. No government is prepared for it.

- |               |               |               |
|---------------|---------------|---------------|
| A) benefits   | E) impact     | I) prosperity |
| B) displaced  | F) jobless    | J) responsive |
| C) employed   | G) primarily  | K) rhythm     |
| D) eventually | H) productive | L) sentiments |

M) shrunk

N) swept

O) withdrawn

# 2015 年 12 月

## 第一套

As it is, sleep is so undervalued that getting by on fewer hours has become a badge of honor. Plus, we live in a culture that \_\_36\_\_ to the late-nighter, from 24-hour grocery stores to online shopping sites that never close. It's no surprise, then, that more than half of American adults don't get the 7 to 9 hours of shut-eye every night as \_\_37\_\_ by sleep experts.

Whether or not we can catch up on sleep - on the weekend, say - is a hotly \_\_38\_\_ topic among sleep researchers. The latest evidence suggests that while it isn't \_\_39\_\_, it might help. When Liu, the UCLA sleep researcher and professor of medicine, brought \_\_40\_\_ sleep-restricted people into the lab for a weekend of sleep during which they logged about 10 hours per night, they showed \_\_41\_\_ in the ability of insulin(胰岛素) to process blood sugar. That suggests that catch-up sleep may undo some but not all of the damage that sleep \_\_42\_\_ causes, which is encouraging, given how many adults don't get the hours they need each night. Still, Liu isn't \_\_43\_\_ to endorse the habit of sleeping less and making up for it later.

Sleeping pills, while helpful for some, are not \_\_44\_\_ an effective remedy either. "A sleeping pill will \_\_45\_\_ one area of the brain, but there's never going to be a perfect sleeping pill, because you couldn't really replicate(复制) the different chemicals moving in and out of different parts of the brain to go through the different stages of sleep," says Dr. Nancy Collop, director of the Emory University Sleep Center.

- |                  |                 |                |
|------------------|-----------------|----------------|
| A) alternatively | F) ideal        | K) presumption |
| B) caters        | G) improvements | L) ready       |
| C) chronically   | H) necessarily  | M) recommended |
| D) debated       | I) negotiated   | N) surpasses   |
| E) deprivation   | J) pierce       | O) target      |

## 第二套

According to a report from the Harvard School of Public Health, many everyday products, including some bug sprays and cleaning fluids, could lead to an increased risk of brain and behavioral disorders in children. The developing brain, the report says, is particularly \_\_36\_\_ to the toxic effects of certain chemicals these products may contain, and the damage they cause can be \_\_37\_\_.

The official policy, however, is still evolving. Health and environmental \_\_38\_\_ have long urged U.S. government agencies to \_\_39\_\_ the use of some of the 11 chemicals the report cites and called for more studies on their long-term effects. In 2001, for example, the Environmental Protection Agency \_\_40\_\_ the type and amount of lead that could be present

in paint and soil in homes and child-care \_\_41\_\_ after concerns were raised about lead poisoning. The agency is now \_\_42\_\_ the toxic effects of some of the chemicals in the latest report.

But the threshold for regulation is high. Because children's brain and behavioral disorders, like hyperactivity and lower grades, can also be linked to social and genetic factors, it's tough to pin them on exposure to specific chemicals with solid \_\_43\_\_ evidence, which is what the EPA requires. Even the Harvard study did not prove a direct \_\_44\_\_ but noted strong associations between exposure and risk of behavioral issues.

Nonetheless, it's smart to \_\_45\_\_ caution. While it may be impossible to prevent kids from drinking tap water that may contain trace amounts of chemicals, keeping kids away from lawns recently sprayed with chemicals and freshly dry-cleaned clothes can't hurt.

- |                |                  |                |
|----------------|------------------|----------------|
| A) advocates   | F) interaction   | K) restricted  |
| B) compact     | G) investigating | L) simulating  |
| C) correlation | H) overwhelmed   | M) statistical |
| D) exercise    | I) particles     | N) tighten     |
| E) facilities  | J) permanent     | O) vulnerable  |

### 第三套

It seems to be a law in the technology industry that leading companies eventually lose their positions, often quickly and brutally. Mobile phone champion Nokia, one of Europe's biggest technology success stories, was no \_\_36\_\_, losing its market share in just a few years.

In 2007, Nokia accounted for more than 40% of mobile phone sales \_\_37\_\_. But consumers' preferences were already \_\_38\_\_ toward touch-screen smart phones. With the introduction of Apple's iPhone in the middle of that year, Nokia's market share \_\_39\_\_ rapidly and revenue plunged. By the end of 2013, Nokia had sold its phone business to Microsoft.

What sealed Nokia's fate was a series of decisions made by Stephen Elop in his position as CEO, which he \_\_40\_\_ in October 2010. Each day that Elop spent in charge of Nokia, the company's market value declined by \$23 million, making him, by the numbers, one of the worst CEOs in history. But Elop was not the only person at \_\_41\_\_. Nokia's board resisted change, making it impossible for the company to adapt to rapid shifts in the industry. Most \_\_42\_\_, Jorma Ollila, who had led Nokia's transition from an industrial company to a technology giant, was too fascinated by the company's \_\_43\_\_ success to recognize the change that was needed to sustain its competitiveness.

The company also embarked on a \_\_44\_\_ cost-cutting program, which included the elimination of thousands of jobs. This contributed to the \_\_45\_\_ of the company's once-spirited culture, which had motivated employees to take risks and make miracles. Good leaders left the company, taking Nokia's sense of vision and direction with them. Not surprisingly, much of Nokia's most valuable design and programming talent left as well.

- |                  |                 |             |
|------------------|-----------------|-------------|
| A) assumed       | E) exception    | I) previous |
| B) bias          | F) fault        | J) relayed  |
| C) desperate     | G) incidentally | K) shifting |
| D) deterioration | H) notably      | L) shrank   |

M) subtle

N) transmitting

O) worldwide

# 答案

## 2013 年 12 月

第一套 36-45 HLIJA FGNBK

第二套 36-45 FLIBK AEHDN

第三套 36-45 NJOLB HKFIC

## 2014 年 6 月

第一套 36-45 AKCLH FIBMN

第二套 36-45 FGOLK DJCIE

第三套 36-45 NKCOI MALEJ

## 2014 年 12 月

第一套 36-45 LOCMB KDFEH

第二套 36-45 MCFHN OEIBJ

第三套 36-45 MJKGO DIBLF

## 2015 年 6 月

第一套 36~45 CLMKE AFBHO

第二套 36~45 JIBDL KOFAN

第三套 36~45 NBIHC FMAED

## 2015 年 12 月

第一套 36~45 BMDFC GELHO

第二套 36~45 OJANK EGMCD

第三套 36~45 EOKLA FHICD